

## **8.22 SOCIAL STUDIES**

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

The social studies program usually follows one of two patterns: (1) the subject major pattern emphasizes one or more areas of the social studies, supplemented by work in cognate areas, or (2) the composite major pattern embraces a broad base of social studies including history, political science and civics, economics, geography, and sociology or psychology or cultural anthropology or global studies. Programs must meet the appropriate section of Standard 1 and also Standards 2 through 6

Social studies programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in history, geography, civics and government, economics, or composite social studies will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the ND standards for the area: history 18 SH (a minimum of 6 SH of U.S. and 6 SH of non-U.S. history), geography 12 SH, civics and government 12 SH, and economics 12 SH, or a minimum of 6 SH aligned with the ND standards for any other specific social studies discipline.

### **15020.1 History.**

In the subject major curriculum, the program requires beyond the introductory level the study of the nature and scope of history including North Dakota, United States, and the world. The study of a second social science beyond the introductory level is also required. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify and describe historical periods and patterns of change within and across civilizations such as the rise of nation-states, social, economic, and political revolutions;
- reconstruct and reinterpret the past using primary and secondary sources, checking their credibility, validating and weighing evidence for claims, and searching for causality;
- investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemma, and persistent issues, while employing skepticism, critical thinking, and critical judgment;
- examine the social, political, and economic interactions between peoples of different cultures and perspectives on gender relations and men's and

women's contributions to historical change; and compare and contrast these differing historic and contemporary experiences.

#### **15007.1 Political Science and Civics/Government.**

In the subject major curriculum, the program requires the study of how political institutions develop and function; the study of the role of the citizen in society. The study of a second social science beyond the introductory level is also required. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- explain the rights and responsibilities of the individual in relation to family, social groups, community, and nations;
- describe ways nations and organizations respond to forces of unity and diversity affecting order and security;
- identify basic features of political systems and identify representative leaders from various levels and branches of governing bodies;
- evaluate the congruence between stated government policy and actual government performance;
- analyze how various forms of government acquire and use power.

#### **15010.1 Economics.**

In the subject major curriculum, the program requires the study of principles and processes underlying problems and practices in various economic systems. The study of a second social science beyond the introductory level is also required. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze the role that supply and demand, wants and needs, incentives, and profits play in determining what is produced and distributed in a competitive market;
- compare costs and benefits to society of allocating goods and services through private and public sectors;
- distinguish between domestic and global economic systems, labor and labor unions, savings and investments, banks, and government agencies;
- conduct simulations which focus upon appropriate economic practices, e.g., management of credit cards, personal finances, stock market activities, and World Bank loans to LDCs (less developed countries);
- conduct research on global economies using print and electronic sources to become aware and more understanding about national and international economic activity.

#### **15015.1 Geography.**

In the subject major curriculum, the program requires the study of people, places, environments, and global connections. The study of a second social science

beyond the introductory level is also required. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- construct, use, and refine mental maps of locales, regions, and the world that demonstrate understanding of relative locations, directions, size, and shape;
- create, interpret, use, and distinguish appropriate geographic tools such as atlases, maps, globes, photographs, geographic information systems (GIS), global positioning systems (GPS), charts, and graphs to generate, manipulate, and interpret information;
- distinguish and describe relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- distinguish and describe relationships among varying regional and global patterns of human interaction with the physical environment such as population, migration, settlement, economic systems, and political systems.

#### **15040.1 or 15030.1 Sociology or Psychology**

In the subject major curriculum, the program requires the study of diverse global culture traits, or individual development and identity, or ethnography. The study of a second social science beyond the introductory level is also required. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- explain how language, art, music, values, attitudes, and belief systems can facilitate global understanding and misunderstanding;
- predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references;
- compare societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- analyze the roles of perception, attitudes, values, and beliefs in the development of personal identity and the implications for individual, group, and institutional connections and interactions;
- work independently and cooperatively within groups to accomplish goals.

#### **15035.1 Social Studies Composite.**

In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (18SH) and at least two of the following three core areas: political science and civics (12SH), economics (12SH), and geography (12SH). Additional electives to the social studies composite may include: sociology (6SH) or psychology (6SH) or anthropology (6SH) or global studies (6SH). The program uses a

variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- utilize chronological thinking to distinguish past, present, and future time and place historical narratives in the proper framework so to interpret data presented in timelines;
- compare and contrast the values and principles of our American political culture and other global political cultures;
- organize an economic system defining goods, services, needs, wants, positive and negative incentives, exchange, production, consumption, buying, selling, supply demands, trade, borrow, save, invest, and profit/loss;
- manage data in maps, charts, and other graphic organizers to reconstruct literal meaning of spatial information, physical and human characteristics of places, concept of regions, movement, and relationships of humans with the environment;
- engage in dialogue within varied social/cultural environments to discover how the positive and negative circumstances in those environments influence individuals and groups.

#### **15020.2, 15007.2, 15010.2, 15015.2, 15040.2, 15030.2, 15035.2**

The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop a web of key concepts connecting the various social studies disciplines;
- explore alternative decisions about social issues and predict the consequences of their implementation;
- create an interdisciplinary thematic unit integrating the various social studies disciplines.

#### **15020.3, 15007.3, 15010.3, 15015.3, 15040.3, 15030.3, 15035.3**

The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- recognize customs, traditions, and mores distinctive to global cultures;
- explain how language, art, music, belief systems, and non-verbal communication affect cross-cultural understanding and communication;
- demonstrate how the processes of acculturation and assimilation produce an ever-changing complex mosaic of cultural diversity;

- construct and formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- discuss the relationship of cultural context to gender roles within various social and political structures.

**15020.4, 15007.4, 15010.4, 15015.4, 15040.4, 15030.4, 15035.4**

The program requires study of current events including controversial issues. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- locate, assess, analyze, organize, synthesize, evaluate, and apply information about selected public issues--local, state, national, and international;
- identify, describe, and evaluate multiple points of view on selected public issues;
- analyze a variety of public policies from multiple perspectives;
- use multimedia resources to locate, record, and evaluate oral, written, or illustrated details pertaining to current events;
- analyze and assess how the gatekeeper model of communication controls the flow of information on current events and affects the validity of news sources and stories;
- summarize the logical justifications underlying various positions on controversial issues.

**15020.5, 15007.5, 15010.5, 15015.5, 15040.5, 15030.5, 15035.5**

The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- structure and successfully facilitate cooperative student groups for various purposes such as problem-solving, inquiry, simulation, or discovery;
- use active learning strategies such as dramatic impersonation of historic events or personages, recording news events for imaging simulated newscasts or creating personal internet homepages;
- purposefully link active learning strategies, a broad spectrum of resources, and multiple assessments to the social studies course criteria;
- develop rubrics for multiple assessments to evaluate (a) improvement of understanding of related social studies content over time, (b) a variety of classroom activities; or (c) selected writing.

**15020.6, 15007.6, 15010.6, 15015.6, 15040.6, 15030.6, 15035.6**

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices;
- select and use appropriate technology tools specific to their content area(s), e.g., Geographic Information Systems (GIS), computer-generated polling, Internet-based databases;
- use technology effectively to manage communications, instructional planning, and record keeping.

#### History

Revised August 12, 2005, mandatory for visits July 1, 2006.

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